



2019-2020 PRINCIPAL PREPARATION GRANT PROGRAM, CYCLE 2
COMPETITIVE GRANT Application Due 5:00 p.m. CT, November 13, 2018

NOGA ID

Authorizing legislation

ESEA, as amended by P.L. 114-95, ESSA Title II, Part A

Applicants must submit one original copy of the application and two copies of the application (for a **total of three copies of the application**). All three copies of the application **MUST** bear the signature of a person authorized to bind the applicant to a contractual agreement. **Applications cannot be emailed.** Applications must be received no later than the above-listed application due date and time at:

Document Control Center, Grants Administration Division

Texas Education Agency

1701 N. Congress Avenue

Austin, TX 78701-1494

Grant period from

January 1, 2019 - June 30, 2020

☒ Pre-award costs are not permitted.

Required Attachments

Attachment 1: *Leverage Leadership Readiness Assessment*

Amendment Number

Amendment number (For amendments only; enter N/A when completing this form to apply for grant funds):

Applicant Information

Organization **Pharr-San Juan-Alamo ISD** CDN **108909** Vendor ID **74-6001876** ESC **1** DUNS **023884067**

Address **601 E. Kelly Avenue** City **Pharr** ZIP **78577** Phone **956-354-2000**

Primary Contact **James B. Curts** Email **james.curts@psjaisd.us** Phone **956-354-2038**

Secondary Contact **Rebecca Garza** Email **rebeca.garza@psjaisd.us** Phone **956-354-2013**

Certification and Incorporation

I understand that this application constitutes an offer and, if accepted by TEA or renegotiated to acceptance, will form a binding agreement. I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I certify that any ensuing program and activity will be conducted in accordance and compliance with all applicable federal and state laws and regulations.

I further certify my acceptance of the requirements conveyed in the following portions of the grant application, as applicable, and that these documents are incorporated by reference as part of the grant application and Notice of Grant Award (NOGA):

- | | |
|---|---|
| <input checked="" type="checkbox"/> Grant application, guidelines, and instructions | <input checked="" type="checkbox"/> Debarment and Suspension Certification |
| <input checked="" type="checkbox"/> General Provisions and Assurances | <input checked="" type="checkbox"/> Lobbying Certification |
| <input checked="" type="checkbox"/> Application-specific Provisions and Assurances | <input checked="" type="checkbox"/> ESSA Provisions and Assurances requirements |

Authorized Official Name **Daniel P. King, Ph.D.** Title **Superintendent**

Email **drking@psjaisd.us** Phone **956-354-2000**

Signature  Date **11-12-2018**

Grant Writer Name **James B. Curts, Ph.D.** Signature  Date **11-12-2018**

☒ Grant writer is an employee of the applicant organization. ☐ Grant writer is ~~not~~ an employee of the applicant organization.

Shared Services Arrangements

X SSAs are **not permitted** for this grant.

Identify/Address Needs

List up to three quantifiable needs, as identified in your needs assessment, that these program funds will address. Describe your plan for addressing each need.

Quantifiable Need	Plan for Addressing Need
Improve 50% PSJA "Close the Gaps" accountability of Schools tagged "Additional Targeted Support" and "Additional Targeted Support" to meet growth status, academic growth and student success.	Plan to strengthen selected schools with the necessary knowledge of how to implement effectively House Bill 22, Closing the Gaps Domain and to prepare strategic plans for each student group under the associated indicator that shows data not meeting minimum-size criteria.
Increase 30% diversity of potential school leaders: For AY 2016-17, 27% of Assist. Principals, AP, and Principals Ps are males (State: 36.3% are males); 81% of APs and 98% of Ps are of Hispanic/Latino origin(State: 23.64%).	Plan to identify a pool of highly effective teachers and other school leaders as potential principal resident candidates within the selected schools . Minorities (males and non-Hispanic individuals) will be encouraged to apply and participate in the process to pursue the necessary credentials and training to become principals.
Need to prepare 10 new school leaders: average years experience of Ps is 19.4 years compared to 12.2 years statewide. Average years' experience of APs. A new generation will strengthen current pipeline.	Plan to strengthen leadership pipeline within the district through a model of principal preparation in partnership with UTRGV, that includes a year-long full residency program aligned to both the new State of Texas principal certification criteria and to the Performance Assessment for School Leaders (PASL) Exam

SMART Goal

Describe the summative SMART goal you have identified for this program (a goal that is Specific, Measurable, Achievable, Relevant, and Timely), either related to student outcome or consistent with the purpose of the grant.

To recruit ten qualified potential principal candidates who will complete a year-long, full residency program in partnership with The University of Texas Rio Grande Valley (UTRGV). Initial pool of candidates will be identified through PSJA's Assistant Principal Pool Selection rubric who will need to meet UTRGV's graduate school requirements. Selected qualified individuals will start their residency and graduate program during the 2019-2020 academic year. Success measures include course performance, principal-standards survey results, field-supervisor observations, mentor principal evaluations, and mastery of the new Texas principal certification test (Test # 268) coupled with the Performance Assessment for School Leaders (PASL) Exam. Successful candidates will go through selective district hiring and on-the-job evaluation and support.

Measurable Progress

Identify the benchmarks that you will use at the end of the first three grant quarters to measure progress toward meeting the process and implementation goals defined for the grant.

First-Quarter Benchmark

1. Pool of potential teacher leaders identified with a three year track record of high STAAR testing scores, ratings from the McREL 's Teacher Evaluation, and strong artifacts supporting the McREL 's standards. Pool encouraged to apply for a district panel interview using the PSJA ISD " Assistant Principal Pool Selection " rubric. Top 10 candidates are selected.
2. Selected candidates apply to UTRGV graduate program. Must meet graduate school and COE-P16 admission standards.
3. Completion of Foundation Courses, Summer 2019: Semester I: EDUL 6300 – Data Management for School Improvement, EDUL 6310 – Organizational Leadership. Semester II: EDUL 6318 – Ethics, Culture & Diversity, EDUL 6305 – Socio-Cultural Contexts in Education
4. Complete Attachment 2: Principal Preparation Grant Fidelity of Implementation Rubric for LEAs; Domain 1 and 2
5. Complete Attachment 3: Principal Preparation Grant Fidelity of Implementation Rubric for EPPs Domain 3

Measurable Progress (Cont.)**Second-Quarter Benchmark**

1. Fall 2019. Completion of three Instructional Courses: EDUL 6320 – Curriculum Leadership for School Improvement, EDUL 6325 – Instructional Leadership, EDUL 6335 – Supervision of Instruction
2. 100% of students will score a 90 or higher on the three course assessments that are aligned to principal standards
3. Elaboration of Portfolio A -reflection via a written report/narrative on artifacts and how they are tied to standards
4. Provision of weekly formative feedback to candidate provided by mentor/professor
5. Faculty complete students' disposition form.
6. Complete Attachment 2: Principal Preparation Grant Fidelity of Implementation Rubric for LEAs; Domain 3
7. Complete Attachment 3: Principal Preparation Grant Fidelity of Implementation Rubric for EPPs; Domain 1 and 2

Third-Quarter Benchmark

1. Students complete three courses :EDUL 6330; EDUL 6350; EDUL 6355 with a score of 90 or higher
2. 100% of students will score a 90 or higher on the three course assessments that are aligned to principal standards
3. Portfolio B- Artifact review of 5 courses- Discuss how their artifacts met professional standards required
4. Students complete five Course assessments that are aligned to principal standards
5. Residency provides Weekly formative feedback to candidate
6. Complete Attachment 2: Principal Preparation Grant Fidelity of Implementation Rubric for LEAs; Domain 4
7. Complete Attachment 2: Principal Preparation Grant Fidelity of Implementation Rubric for EPPs; Domain 4

Project Evaluation and Modification

Describe how you will use project evaluation data to determine when and how to modify your program. If your benchmarks or summative SMART goals do not show progress, describe how you will use evaluation data to modify your program for sustainability.

Graduate courses evaluation:

The Continuous School Improvement Framework Assessment will require students to apply the Bernhardt ' s (2013) framework for continuous school improvement, that includes five overall leading questions, ten supporting questions, and fourteen descriptive activities. The student will create a minimum 10-12 page paper that addresses the fourteen activities through research, data analyses, problem-solving, collaboration planning, implementation, evaluation, and that follows Bernhardt ' s framework on an identified real campus problem. These activities will comprise sections in the written paper and be evaluated for effectively meeting course learning expectations.

Students Portfolio:

Each student will begin to develop an electronic Portfolio within the first 12 hours of program. All artifacts must be upload into the Tk20 platform for review by the faculty. Tk20 is an online data management system used for candidates, program assessment, and managing assessment activities.

Evaluation of Mandatory Performance Measures

An experienced and independent external evaluator with Principals TEA certification, will be hired to perform program and resident evaluation using the Principal Preparation Grant Fidelity of Implementation Rubric (LEAs; attachments # 2 & 3). The evaluator will also collect EPPs Attachments 2 & 3 and all the data required to report mandatory performance measures. Evaluator will also conduct formative (implementation and progress) and summative evaluations. Implementation evaluation will be used to monitor grants operation; progress evaluation will assess progress meeting SMART goal and benchmarks. Formative evaluation data will be used to adjust any required activities affecting potential short-term program outcomes. The summative evaluation report will assess the project ' s success in reaching its stated goals and impact. Evaluation will be used to collect data that will help determine the future scale/scope of the program. The project will identify successful short-term and long-term sustainability strategies that will include the evaluator conducting a planning process for sustainability, identifying resources needed to sustain the project.

Statutory/Program Assurances

The following assurances apply to this grant program. In order to meet the requirements of the grant, the grantee must comply with these assurances.

Check each of the following boxes to indicate your compliance.

- ☒ The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
- ☒ The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
- ☒ The applicant provides assurance to adhere to all Statutory Requirements and TEA Program Requirements as noted in the 2019-2020 Principal Preparation Grant Program, Cycle 2 Program Guidelines.
- ☒ The applicant provides assurance to adhere to all Performance Measures, as noted in the 2019-2020 Principal Preparation Grant Program, Cycle 2 Program Guidelines, and shall provide the Texas Education Agency, upon request, any performance data necessary to assess the success of the program.
- ☒ The applicant provides assurance that it will attend and/or present at any symposiums, meetings or webinars at the request of the Texas Education Agency.
- ☒ The applicant assures that the principal preparation residency is full-time and at least 1-year in length.
- ☒ The applicant assures that residents do not have significant classroom responsibilities.
- ☒ The applicant assures that residents do not hold a principal certification in the state of Texas.
- ☒ The applicant assures that resident will receive ongoing support from an effective mentor principal or school leader who ensures the resident is exposed to substantial leadership opportunities.
- ☒ The applicant assures that all mentor principals and EPP representatives managing resident's on-site coaching will be present at TEA Principal Preparation Summer Institute in June 2019.
- ☒ The applicant assures that partner principal EPP provides residents with a full-time residency experience including certification; evidence-based coursework; opportunities to practice and be evaluated in a school setting; and consistent coaching and evaluation with a minimum of six sessions per year.
- ☒ The applicant assures that Attachment 2: *Principal Preparation Grant Fidelity of Implementation Rubric for LEAs* and Attachment 3: *Principal Preparation Grant Fidelity of Implementation Rubric for EPPs* will be utilized to design and implement residency.
- ☒ The applicant assures they will select their EPP per LEA compliant procurement policies and procedures and will develop an MOU with the EPP and submit it to brenda.garcia@tea.texas.gov for approval.
- ☒ The applicant assures understanding that full grant award will not be released until TEA staff have concluded the negotiation process and verified the MOU contains all the required elements listed on page 8 of 2019-2020 Principal Preparation Grant Program, Cycle 2 Program Guidelines.

Statutory/Program Requirements

1. Provide a description of the targeted recruitment and selection process which utilizes demonstrated criteria, including evidence of measurable student achievement, strong evaluations/appraisals, interpersonal leadership, effective response to observations and feedback, evidence of strategic problem solving, and growth mindset. Also, provide the plan for considering the degree to which the diversity of the residents mirrors that of the student population in the recruitment and selection strategy.

-Targeted Recruitment and Selection Process:

PSJA ISD has embarked on a district-wide leadership model known as the "Spirit of PSJA". This new leadership strategy was developed with the guidance and support of the Holdsworth Center|Excellence in Educational Leadership -a five-year partnership with the goal of implementing an internally aligned system for leadership development that assists in building a clear and transparent pipeline to identify, develop, select, and support the right leaders for our students. The targeted recruitment and selection process for this project includes two stages: A) A Spirit of PSJA leadership model interview and B) The UTRGV Graduate School Application. The first step begins with the PSJA ISD Assistant Superintendent for Human Capital Development Resources project sending an email to all teachers with three or more years of experience from each of the ten selected schools, to attend an informational meeting regarding PSJA ISD Leadership Academy Program (PSJA LAP). During the meeting, all prospective candidates and campus Principals will receive full information about the program including goals, description, timeline, outcomes, interview process, and UTRGV graduate information. Secondly, all individuals completing PSJA LAP application will be invited for a formal interview, that will follow the Spirit of PSJA Assistant Principal Pool Selection protocol which has two components: (A1) A Group Interview and (A2) Individual Interview. The Group Interview is based on a Read Aloud prompt after which the candidate is asked to answer four questions. Participants are rated by their strengths/weaknesses on four traits: Builds relationships, Establishes share vision, Expects results, and Manages change. Group evaluators take notes on each individual participating. During the interview process, applicants will be assessed on four additional traits: Positive Engagement, Student-centered Excellence, Joint Empowerment, and Adaptive Innovation. All individuals completing PSJA LAP application must also provide their McREL Teacher Evaluation scores. Scores and teacher ' s artifacts must show strong rating evidence (Accomplished and/or Distinguished) for the following standards: (a) Demonstrate Leadership, including elements about teacher leadership in the classroom, school, and profession, teacher advocacy for school and students, and demonstration of high ethical standards; (b) Establish a Respectful Environment, including evidence of teachers providing an environment with a positive & nurturing relationship, embracing diversity, treating students as individuals, adapting and differentiating teaching for diverse learners, and collaborating with families; (c) Area Content Knowledge, showing evidence of course alignment to standards, curriculum appropriateness, interdisciplinary connectiveness, and instruction relevant to students; (d) Facilitate Learning, including evidence of appropriate levels of student cognitive, moral, and physical development, planning of appropriate instruction, a variety of instructional and assessment methods, appropriate use of technology; critical thinking and problem solving skills, assisting students to develop leadership skills, and effective communication practices; (e) Reflective Practice, including evidence of teacher analyzing students learning, link of professional growth to professional goals, and function effectively in a complex dynamic environment.

Selected individuals evaluated through the Assistant Principal Pool Selection will be required to apply to UTRGV graduate school. To be admitted to the UTRGV 30-hour graduate program in Educational Leadership, prospective candidates must first meet all requirements for graduate admission to UTRGV, -including GPA (3.0 for clear admission and/or 2.75 to 2.00 for conditional admission), official transcripts, Vita/Resume, Personal Statement, and Criminal Background check. All application materials must be submitted according to UTRGV deadlines. Once the application is complete, the program coordinator will make admission decisions.

Diversity recruitment:

Though current ethnicity of Assistant Principals and Principals mirror PSJA ISD students ' ethnicity (99.1% of student population is Hispanic), a need has been established to increase the number of males participating as leaders and other non-Hispanic potential school leaders (males and females). During the recruitment period, principals from participating schools will encourage all potential teacher leaders, including males and other minorities, to join the PSJA ISD Leadership Academy Program.

Statutory/Program Requirements

2. Provide a description of the year-long, full-time residency, including sustained and rigorous clinical learning in an authentic school setting; substantial leadership responsibilities such as the ability to address and resolve a significant problem/challenge in the school that influences practice and student learning; the skills needed to establish and support effective and continuous professional development with assigned teaching staff; and the ability to facilitate stakeholders' efforts to build a collaborative team within the school to improve instructional practice, student achievement, and the school culture.

Design & Quality:

In this proposal, the coursework for the master's program will be conducted during the day (during work hours) to allow for the principal candidate and university faculty to be out in the field. This flexible instructional time design would allow for a hands-on opportunity to take on real leadership, which allows the principal candidate to make a positive impact with the assistance of the principal-mentor and university faculty. The principal candidate will be expected to lead projects within the school, giving them firsthand experience in practicing and developing the necessary skills for the principalship.

Coaching:

It is critical that support and ongoing feedback be provided to the principal candidate throughout the training and development phase of coursework instruction. The university faculty will help to facilitate learning, provide constructive criticism, offer ongoing support throughout the training and development by the process of debriefing. The course curriculum offers the principal candidate the opportunity to interact regularly with a faculty member that has significant experience in school leadership, receive ongoing feedback to accelerate their development and growth, reflect on lessons learned and self-evaluate, question the student to help develop their experiences, and be supportive as work through problems and define actions steps.

Residency Supervision:

As part of their residency (coursework & practicum; all aligned to new state standards), principal candidates will have various opportunities to practice the following integrated pillars: Communication with Stakeholders, Diversity, and Equity, Professional Development, Curriculum Alignment, Hiring Selection, and Retention, School Vision and Culture, Data Driven Instruction, Observation and Feedback, and Strategic Problem solving. Students will be observed by the field supervisor at three different times performing administrative/ leadership activities related to the project or other activity approved by the mentor. Each observation will be for a duration of 45 minutes. The student will submit an agenda prior to the observation which will serve as part of the pre-conference activity. The field supervisor will document the observable activity, complete the document form (Attachment 3) and conduct a post-conference with the students; students will submit a written reflection after each observation. A copy of the observation form will be signed by the student, mentor, and field supervisor. This form will be submitted to the Department of Organization and School Leadership at the conclusion of the Practicum. All parties will keep a file of signed observation documents. The observation form will serve as the rubric to assess the student during the observation. The field activities observed are aligned to State and ELCC Standards. Students will document and complete the 160 log hours. This log is to be shared with mentor on an on-going basis, and submitted to Field Supervisor every 3 weeks. Evaluator uses Attachment # 2 Rubric for LEAs; Domain 3

Professional Development:

During the program students develop leadership skills to become transformative leaders. The program is created to allow for a full integration of the learning process to become an educational leader. For such purpose, all candidates will develop an individualized professional development plan using the Texas Teacher Evaluation and Support System.

Formative Feedback:

Principal candidates will be receiving continuous feedback during their course seat time and field hours from University professors and principal mentors. The residency component for PSJA ISD will help the principal candidate apply what she or he has learned through coursework and apply in practice. The arrangement for this residency will include a mentor-principal, with the assistance of UTRGV faculty to connect teaching and specific administrative tasks required by PSJA Central Office Administration. All entities (PSJA Administration and UTRGV Faculty will ensure the principal candidates have an opportunity to lead, and manage staff, provide feedback, and evaluate staff work. Residents will work with teachers developing lessons aligned to standards and assessment plans, analyze data reports, conduct classroom observations, and engage with parents. Topics that each candidate need to develop expertise include: diversity and equity, professional development, curriculum alignment, hiring, selection and retention, school vision and culture, data driven instruction, classroom observation and teacher feedback, and strategic problem solving.

Statutory/Program Requirements

3. Provide a description of school actions implemented in the 2016-2017 or 2017-2018 school years; or planned for the 2019-2020 school year and beyond. Refer to page 7 of the 2019-2020 Principal Preparation Grant Program, Cycle 2 Program Guidelines for a list of school actions. Check "Not Applicable" if LEA has not implemented any school actions in the 2016-2017 or 2017-2018 school years or has no plans to implement school actions in the 2019-2020 school year and beyond.

☐ Not Applicable

a. LEA has created an Innovation or Transformation Office and that office is led by a full-time equivalent

The Office of Innovation/Transformation at PSJA ISD is leading with the implementation of the new SPIRIT of PSJA philosophy. It is a new leadership strategy under the Chief Technology Student Services Information Technology, developed with the guidance and support of the Holdsworth Center|Excellence in Educational Leadership. This consultant group has been hired for -a five-year partnership, with the goal of implementing an internally aligned system for leadership development. It is designed to help build a clear and transparent pipeline to identify, develop, select, and support the right diverse leaders for our Hispanic student population. The implementation of the SPIRIT model will allow diverse leadership applicants to show potential on four qualities: Positive Engagement, Student-centered Excellence, Joint Empowerment, and Adaptive Innovation. This philosophy is also to be implemented by each member of the school district to evaluate their work and potential as they continue to grow as leaders within their role and within our organization.

b. LEA has developed systematic processes to design and launch new or redesign schools, as evidenced by a public Call for Quality Schools or some similar process that has occurred or will occur within the next six months.

PSJA ISD has two campuses that were identified as Focus Schools (demonstrating the greatest need for assistance) and are currently developing and implementing a school redesign that creates new and improves existing learning environments to substantially increase student achievement. Funding obtained from a School Redesign grant has allowed our district to implement the Turnaround Model designed to assist in making comprehensive changes in the staff and the instructional model. The grant funds are also being utilized to increase the effectiveness of teachers and campus leaders, improve instruction through targeted professional development, implement evidence-based instructional strategies, create community-oriented schools, and provide operational flexibility to schools. In doing so, the district has selected to implement an Alternative Management Plan in order to utilize a School Redesign Partner to not only assist in the program planning, but also to provide guidance and support throughout the implementation process.

c. LEA has pursued school actions, including:

- i. Creating a new school, as defined by replacing both school leadership and at least 50% of instructional staff, and instituting a new academic model, such as the Accelerating Campus Excellence model. NOT APPLICABLE
- ii. Implementing a Subchapter C charter school or 1882 partnership school. NOT APPLICABLE
- iii. Closing a campus. NOT APPLICABLE

d. LEA has created an Innovation or Transformation Zone to plan and execute school actions in groups of schools. NOT APPLICABLE

Statutory/Program Requirements (Cont.)

4. Provide a description of Data-Driven Instruction systems currently implemented at campus level and complete the *Leverage Leadership Readiness Assessment: Data-Driven Instruction* provided in Attachment 1.

The school district has implemented several data-driven instruction systems. It includes the DMAC systems that assists administrators, campus leaders, and teachers analyze state and local data and administer local assessments. It generates digital documentation including: data disaggregation (STAAR, TELPAS, etc.), administer and report TEKS-based local assessments, reports on student achievement and progress monitoring, appraisals (T-TESS, T-PSS, and PDAS). It facilitates curriculum maps, campus/district plans, and generates personal graduation plans. STAAR or TELPAS reports data by district, campus, teacher or student. It approximates state accountability measures and analyzes data to assist in developing differentiated instruction. The system is used also to generate local assessments aligned to state standards and analyzing the data. The district has created a process for systematic data-driven practices towards students success; the data review process is as follows: Item analysis (from DMAC report)→Analysis of teaching and learning (use of Lead4ward and local district systems designed for data visualizations and reports on STAAR and local data to identify strengths and challenges, determine priority focus areas, and plan better classroom instruction. This, in turn, helps to unpack standards, vocabulary, misconceptions, identification of gaps in learning→SE comparison (district-developed sharing best practices platform)→Student Quantiles (this tool uses individual or aggregate assessment data and distributes students into five equal groups, or quintiles, with an average % correct displayed for each quintile. Quintile Reports help identify performance gaps and which students may be in need of intervention.)→student intervention plan (teacher-centered providing specific activities and expectations for targeted students)→Impact of Interventions (measure and evaluate impact to determine additional support)→back to Item Analysis.

The district has also developed a data-driven instruction process -including a calendar monitor tool, which is provided to each principal during summer previos to the academic year AY, to guide them on assessment tasks that need to be completed on a monthly basis during the AY.

The Leverage Leadership Readiness Assessment: Data-Driven Instruction survey was provided to a total of 14 individuals: four district upper administrators and ten campus principals. The estimated mean (average perception scale) for each item question (rounded to two decimals) is included in Attachment 1 (last two pages of this narrative application).

5. Provide a description of Observation and Feedback systems currently implemented at campus level and complete the *Leverage Leadership Readiness Assessment: Observation and Feedback* provided in Attachment 1.

The school district has created an observation and feedback system that includes an assessment calendar and a set of rubrics to collect data for teacher progress monitoring as well as goal setting student profiles to chart student progress. Weekly leadership meetings insure teachers are using data and create action plans. The district has adopted the McRel Teacher Evaluation System and use by administrators and campus leaders to hold teachers accountable for goal setting, lesson plans, attendance at planning meetings. Using the Mcrel Evaluative system, each PSJA ISD campus utilizes components of Formative, Monitoring, and Summative measures to provide teachers measurable outcomes of performance. Teachers complete an initial self-evaluation and attend professional development sessions throughout the year to promote growth in areas of expertise. Administrators provide at least ten weekly observation data with feedback, both written and orally executed. Specifically, administrators identify areas of excellence and improvement within the teacher performance, providing a focus for goal-setting to reinforce best practices and improve performance. Instructional strategies and student engagement are addressed and both reflective questions and suggestions are offered as an operon of instructional growth. Teachers provide, throughout the year, artifacts identifying individual strengths, performance excellence, and measures of achievement, in the classroom and peripheral activities. At the end of the year, a summative evaluative session is held during which measures of growth and needs for improvement are identified and documented. Areas of growth identified are used to specify teacher performance objectives for the following school year. The Texas Center for Educator Excellence (TxCee) provides the technical assistance to implement the SLO framework or process to measure classroom observations, student growth and professional development. As part of the teacher evaluation, the teacher creates goals for their professional growth and their students ' growth as well. This data becomes a component of the teacher ' s formal evaluation at the end of the year. Future leaders must have high McREL Teacher Evaluation scores and their artifacts must show strong rating evidence (Accomplished and/or Distinguished) for the following standards: (a) Demonstrate Leadership, (b) Establish a Respectful Environment, (c) Area Content Knowledge, (d) Facilitate Learning, and (e) Reflective Practice.

Equitable Access and Participation

Check the appropriate box below to indicate whether any barriers exist to equitable access and participation for any groups that receive services funded by this grant.

- ☒ The applicant assures that no barriers exist to equitable access and participation for any groups receiving services funded by this grant.
- ☐ Barriers exist to equitable access and participation for the following groups receiving services funded by this grant, as described below.

Group Barrier

Group Barrier

Group Barrier

Group Barrier

PNP Equitable Services

Are any private nonprofit schools located within the applicant's boundaries?

☐ Yes ☒ No

If you answered "No" to the preceding question, stop here. You have completed the section. Proceed to the next page.

Are any private nonprofit schools participating in the grant?

☐ Yes ☒ No

If you answered "No" to the preceding question, stop here. You have completed the section. Proceed to the next page.

5A: Assurances

- ☐ The LEA assures that it discussed all consultation requirements as listed in Section 1117(b)(1) and/or Section 8501(c)(1), as applicable, with all eligible private nonprofit schools located within the LEA's boundaries.
- ☐ The LEA assures the appropriate Affirmations of Consultation will be provided to TEA's PNP Ombudsman in the manner and time requested.

5B: Equitable Services Calculation

1. LEA's student enrollment	<input type="text"/>
2. Enrollment of all participating private schools	<input type="text"/>
3. Total enrollment of LEA and all participating PNPs (line 1 plus line 2)	<input type="text"/>
4. Total current-year grant allocation	<input type="text"/>
5. LEA reservation for direct administrative costs, not to exceed the grant's defined limit	<input type="text"/>
6. Total LEA amount for provision of ESSA PNP equitable services (line 4 minus line 5)	<input type="text"/>
7. Per-pupil LEA amount for provision of ESSA PNP equitable services (line 6 divided by line 3)	<input type="text"/>
LEA's total required ESSA PNP equitable services reservation (line 7 times line 2)	<input type="text"/>

Request for Grant Funds

Number of principal residents participating in the 2019-2020 Principal Preparation Grant Program 10

Matched amount (number of principal residents participating in program x \$15,000) 150,000

List all of the allowable grant-related activities for which you are requesting grant funds. Include the amounts budgeted for each activity. Group similar activities and costs together under the appropriate heading. During negotiation, you will be required to budget your planned expenditures on a separate attachment provided by TEA.

PAYROLL COSTS (6100)**BUDGET**

SALARY - Principal Residents @ 50%	275,000
STIPENDS - Mentor Principals	10,000
SUBSTITUTE - Full Time Certified Professional	187,000

PROFESSIONAL AND CONTRACTED SERVICES (6200)

PROFESSIONAL DEVELOPMENT - Residents graduate coursework	150,000
EPP REPRESENTATIVE - Supervise and Manage Residents	30,000
EVALUATOR - External	15,000

SUPPLIES AND MATERIALS (6300)

N/A	
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OTHER OPERATING COSTS (6400)

TRAVEL - Residents	8,650
FEE - Certification exam costs and registration fees	600

Total Direct Costs 676,250

Indirect Costs 23,743

TOTAL BUDGET REQUEST (Direct Costs + Indirect Costs) 699,993

Leading Data Driven Culture:

How would you describe your team's...



a. Use of interim assessments, across grades and subjects, that are aligned to end-goal assessments (i.e. state tests, college entrance exams, etc.)?	3.07
b. Use of a detailed implementation calendar that includes time for assessment creation/adaptation, implementation, analysis, planning meetings, and re-teaching?	2.86
c. Delivery of professional development that prioritizes data driven instruction, which includes: modeling assessment analysis, action planning, and flexibly adapting to student learning needs?	2.79
d. Use of a system for creating, implementing, and monitoring aligned lesson/curriculum materials (including "do nows", in-class independent work, and homework) that meet or exceed the rigor of the standards and end-goal assessments?	2.74
e. Ability to recruit and develop a highly active instructional leadership team that drives analysis meetings after each interim assessment and maintains focus on the process throughout the year?	2.93
f. Ability to conduct deep analyses of school-wide and individual teacher data so that school wide patterns (i.e. high and low outliers) can be identified and be used to create effective action plans?	2.64
g. Ability to lead interim assessment analysis cycles so that teachers are guided to see exemplar student answers, analyze trends, create high leverage action plans, and monitor action plans to guarantee effective re-teaching (e.g. using monitoring tools, student work analysis, and classroom observations)?	2.71
h. Ability to hold leaders and teachers accountable to prepare and engage in weekly data meetings that ensure that teachers analyze and use student work to identify exemplars, identify the gaps between exemplars and non-exemplars, and create action plans based on gaps in student learning?	2.64
i. Ability to follow-through with teachers by observing and monitoring the impact of reteach lessons on student achievement?	2.71
j. Ability to lead lesson/unit planning activities that are connected to the trends that the data show?	2.86

Leading Observation Feedback

*How would you describe your team's... **



a. Content knowledge expertise in one or more of the core subject areas (Math, Language Arts, etc.), including: knowledge of best teaching practices; knowledge of current standards; and ability to model lessons for new or struggling teachers?	2.79
b. Ability to identify quality action steps that name the highest leverage issue in the class and create action steps that are measurable, observable, and bite sized?	2.57
c. Use of a weekly observation schedule that allows them to observe and meet face to face with teachers following each observation for the purpose of instructional coaching?	2.29
d. Use of a common system for tracking feedback for teachers that allows leaders to track: the number of observations they have conducted, the action steps issued, and the trends across teachers that can be used to inform professional development?	2.57
e. Use of a common system for delivering feedback that provides teachers with a measurable, observable, and bite sized action steps, including an exemplar of these action steps in practice?	2.43
f. Efforts to create an expectation that teachers will plan and practice during their feedback sessions?	2.71
g. Use of systems for following-up with teachers after observation and feedback meetings (e.g. teacher binders, tracking systems, etc.)?	2.5
h. Ability to consistently identify high leverage trends across multiple observations and to identify topics for grade-level/whole school professional development?	2.86
i. Use of genuine moments of affirmation that are: organically embedded into feedback meetings, linked to previous action steps, and designed so that teachers can reflect on the impact of their own improvements?	2.14
j. Ability to provide real-time feedback that: takes place during class, supports the flow of class, uses nonverbal signals, and gives teachers a sense of "what to do"?	2.29